

MPRI103 Pedagogy and Assessment of English: Language Awareness and Teaching the Four Skills (Primary)

ECTS Value: 2 ECTS
Self-Study Hours: 24

Contact Hours: 10
Assessment Hours: 16

Overall Objectives and Outcomes

This module will focus on specific strategies that will give participants an insight on how to use reading and spelling strategies in the primary classroom. These skills are considered vital in the acquisition of further language development as recommended in the Core Competences Checklists.

By the end of this module, the learner will be able to:

Competences:

- a) Apply teaching strategies to support the development of the four skills through specific reading and spelling strategies;
- b) Objectively interpret the students' strengths and needs in order to apply appropriate teaching intervention.

Knowledge:

- a) Recite the multi-disciplinary knowledge required in this field of study;
- b) Apply appropriate teaching methods to support the development of reading and spelling; Critically Evaluates learners' performance in relation to the guidelines and support students with explicit intervention to support their language development;

Skills:

- a) Create and design appropriate activities and/or resources that are explicit to certain skills that need explicit intervention.
- b) Measure the levels of attainment pertinent to different skills and adapts teaching methods to stimulate a balanced approach.

Assessment Methods

This module will be assessed through: Assignment/Portfolio

Suggested Readings

Core Reading List:

- 1) DfES. 2007. Letters and Sounds: Principles of Practice of High Quality Phonics. [WWW]. DfES: Crown Copyright.<http://nationalstrategies.standards.dcsf.gov.uk/node/84969>.
- 2) Ministry of Education and Employment 2014, A National literacy strategy for all in Malta and Gozo 2014-2019 <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf>
- 3) DQSE, 2009. National Policy and Strategy for the attainment of Core Competences in Primary Education. Salesian Press: Malta.
- 4) 2012. E.U. High Level Group of Experts on Literacy: Final Report. [WWW]. <http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-report.pdf>.
- 5) NATIONAL READING PANEL. 2000. Teaching Children to Read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction. [WWW]. NICHD: USA: <http://www.nichd.nih.gov/publications/nrp/report.cfm>.
- 6) OECD. 2010a. PISA 2009 Results: What Students Know and Can Do – Student Performance in Reading, Mathematics and Science: Volume I.<http://dx.doi.org/10.1787/9789264091450-en>.
- 7) OECD. 2010b. PISA 2009 Results: Overcoming Social Background – Equity in Learning Opportunities and Outcomes: Volume II.<http://dx.doi.org/10.1787/9789264091504-en>.
- 8) OECD. 2010c, PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices: Volume III<http://dx.doi.org/10.1787/9789264083943-en>.
- 9) OFSTED. 2010. Reading by Six: How the best schools do it. The Office for Standards in Education. [WWW]. Children’s Services and Skills: Crown.<http://www.ofsted.gov.uk/Ofsted-home/Publications-andresearch/Browse-all-by/Documents-by-type/Thematic-reports/Reading-by-six-how-the-best-schools-doit>
- 10) AUSTRALIAN GOVERNMENT. 2005. Teaching Reading: Report and Recommendation: National Inquiry into the Teaching of Literacy. [Online Book]. Department of Education, Science and Training: Australia. http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/teaching_reading.htm.
- 11) DEPARTMENT OF CURRICULUM MANAGEMENT. 2010. Core Competencies. Malta: Education Division Government Press. DfES. 2007. Letters and Sounds: Principles of Practice of High Quality Phonics. [Online Book]. DfES: Crown Copyright.
- 12) A NATIONAL LITERACY STRATEGY FOR ALL IN MALTA 2014 – 2019 <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf>